

# The Global Refugee Problem

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Grade Level (Req.): 9-10	Content Area (Req.): Geography/Global Studies	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>• World History</li> <li>• Government (International Relations)</li> <li>•</li> </ul>		
Time Frame (Req.): 2-3 days	Goal (Req.): Students will gain an understanding of the global problem of semi-permanent refugees. They will get a geographical concept of their numbers, and where they are located.	
	Objective (Req.): Students will locate a major United Nations refugee area in the world, will research and report on the causes and effects of why these camps exist, and learn about the challenges of permanently re-settling these refugees. Students will also study the political, social, and geographical causes and consequences of their displacement, and gain some understanding of the hardships and challenges that refugees and their "hosts" face.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• notebooks and writing instruments for students</li> <li>• computer and internet access</li> <li>• DVD or video-stream of the documentary "God Grew Tired of Us"</li> <li>• photo-copies of the Quad City Times article, "A Tale of a Sudanese Family in the Quad Cities" (May 24, 26, &amp; 27 2008)</li> <li>•</li> <li>•</li> <li>•</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>• UNHCR acronym</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How many people are refugees around the world today? Where are these refugees located, and what conflicts caused their dislocation? What eventually happens to these refugees?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Students will complete a "formative" or "pre-assessment" form answering the following questions from the instructor: What is the definition of the word "refugee"?, What is the approximate number of refugees that they think are living in refugee camps around the world (remind students that there are 7 billion people on the planet)?, How do these refugees survive? Who takes care of and/or pays for these refugees? Are these refugees</li> </ol>		

2. Students will visit the United Nations High Commissioner on Refugees website and view the worldwide map of refugee centers, use the Google Layers option to focus in on one particular camp, and look at the National Geographic Interactive Mapmaker to understand the geographical features of their camp's area that may have impacted the refugee situation.
3. As a class, we will visit the website - WATER.ORG, and watch the introductory video clip by Matt Damon that briefly explains the world water crisis, along with a few select video clips that are included in the site explaining different aspects of water shortages on peoples lives. A short class discussion will follow to get students ideas of connections between water shortages and refugee problems.
4. In pairs (opt.), students will research the causes of the conflict, natural disaster, or series of events that led to the need for their particular refugee camp.
5. Students will give an approx. 5 minute presentation to the class on their report, including locating their camp on the world map and/or projecting it on the class video screen.
6. Class will watch most of the documentary "God Grew Tired of Us", and write some reflection notes on the video. There will then be a class discussion over their reactions.
7. Students will then be assigned to read the 3-part article from the Quad City Times - "A Tale of a Sudanese Family in the Quad Cities", May 24, 26 & 27th, 2008. They will then compare these Sudanese families experiences with the boys in the video (and or any other personal experiences that they maybe read about in their research), and include on their report some similarities and/or differences in the two situations.
8. Students will then write a 1 & 1/2 page report on the cause(s), and also describe the main facts about the camp (ie. how long has it been in existence, how many refugees are there, what is the re-settlement outlook, etc.). They should also draw a map showing the location of the camp and the major movements of refugees into it and main destinations out of it (if applicable).
9. Students will complete a post-assessment by re-answering their pre-assessment questions from above.
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Formative Evaluation (Req.): Students will complete a "formative" or "pre-assessment" form answering the following questions from the instructor: What is the definition of the word "refugee"?, What is the approximate number of refugees that they think are living in refugee camps around the world (remind students that there are 7 billion people on the planet)?, How do these refugees survive?, Who takes care of and/or pays for these refugees?, Are these refugees ever permanently resettled in other countries?, Why do you think some countries take in more refugees than others?

Assessment (Req.): Students will write a 1 & 1/2 page report on the cause (s), and also describe the main facts about the camp (ie. how long has it been in existence, how many refugees are there, what is the re-settlement outlook, etc.). They should also draw a map showing the location of the camp and the major movements of refugees into it and main destinations out of it (if applicable).

<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• Geography 3., Grades 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.</li> <li>• Geography 5., Grades 9-12: Understand how human actions modify the environment and how the environment affects humans.</li> <li>• Geography 6., Grades 9-12: Understand how culture affects the interaction of human populations through time and space.</li> <li>• History 5., Grades 9-12: Understand the effect of economic needs and wants on individual and group decisions.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> <li>• RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information</li> <li>• RH.9-10.2: Determine the central ideas of information of primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text</li> <li>• RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them</li> <li>• RH.9-10.7: Integrate quantitative or technical analysis with qualitative analysis in print or digital text</li> <li>• RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources</li> </ul>	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• 1. How to use maps and other geographic representations, tool, and technologies to acquire, process, and report information from a spatial perspective</li> <li>• 2. How to use mental maps to organize information about people, places, and environments in a spatial context</li> <li>• 3. How to organize the spatial organization of people, places, and environments on Earth's surface</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>• Movement</li> <li>• Human/Environmental Interaction</li> </ul>	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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21 <sup>st</sup> Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): • • • • •	
Other Essential Information (Opt.):	
Other Resources (Opt.): • • • •	